DOCUMENT RESUME

ED 303 630 CE 051 882

AUTHOR Lopez-Valadez, Jeanne
TITLE Vocational Education Act LEP Position Paper.
INSTITUTION National Coalition for Vocational Education for Limited English Speakers.
PUB DATE Apr 88
NOTE 26p.; Appendix A tables contain small print.
AVAILABLE FROM Northwest Educational Cooperative, 1855 Mount Prospect Road, Des Plaines, IL 60018 ($1.50).
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; Bilingual Education; *Educational Finance; *Educational Legislation; *Educational Needs; Federal Programs; *Limited English Speaking; Literacy Education; Policy Formation; *Public Policy; State Programs; *Vocational Education
IDENTIFIERS *Carl D Perkins Vocational Education Act 1984; Reauthorization Legislation

ABSTRACT

Limited English proficient (LEP) persons comprise a significant and growing portion of the population of the United States. Although these people with their language, culture, and strong work ethic represent a valuable human resource for this country's future productivity, LEP persons are grossly underrepresented in vocational and educational programs because of the lack of equal access and appropriate support service. As a result, too many LEP persons are unemployed, underemployed, or engaged in crime. If access and equality of educational opportunity are to be ensured for this population, then special services must be provided to address cultural and language differences. Since most vocational programs lack both the resources and the expertise to train this population successfully, federal and state agencies must assist local programs through targeted funding, technical assistance, and staff development. Past federal and state fiscal investment exemplified by the set-asides (Title IIA) and national programs of bilingual vocational training (Title IVE) of the Carl D. Perkins Vocational Education Act have proven to be helpful in increasing the successful participation of the LEP population in vocational training. However, more funds are needed, and appropriate bilingual staff must be hired for these programs in order to help LEP persons succeed. (Tables of data about LEP populations and related articles are included in this report.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

2-7-89

ED303630

VOCATIONAL EDUCATION ACT

LEP POSITION PAPER

Prepared by:

THE NATIONAL COALITION FOR VOCATIONAL EDUCATION

FOR LIMITED ENGLISH SPEAKERS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Lopez-Valadez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE051588

Jeanne Lopez-Valadez

April, 1988

BEST COPY AVAILABLE

INTRODUCTION

Purpose

The following position paper has been prepared to assist policy-makers in drafting legislation and policy affecting the delivery of vocational education and training for limited English proficiency (LEP) persons. It represents the opinions of numerous individuals from state agencies, local vocational training programs and community organizations who have been working with the LEP population. These individuals are affiliated with the National Coalition for Vocational Education for Limited English Speakers, the American Vocational Association, the National Association of Vocational Education Special Needs Personnel, the National Association for Bilingual Education and/or Teachers of English to Speakers of Other Languages. This paper is a result of input from a nationally represented group of individuals and a review of existing data on the LEP and their participation in vocational education.

Summary

Limited English proficiency (LEP) persons comprise a significant and ever growing portion of our nation's population. With their language, cultural diversity and strong work ethic, the LEP represent a valuable human resource for this country's future productivity, economic competitiveness and defense. Unfortunately, figures indicate that the LEP persons are grossly under-represented in educational and vocational training programs because of the lack of equal access and appropriate support services. As a result, instead of contributing to their own and the nation's well-being, too many LEP are under-employed or wasting their potential in unemployment lines, penal institutions or mental health institutions.

If access and equality of educational opportunity are to be insured for this population, then special services must be provided to the LEP which address the barriers imposed by cultural and language differences. Since most vocational programs lack both the resources and the expertise to successfully train this population, federal and state agencies must assist local programs through targeted funding, technical assistance, and staff development.

Past federal and state fiscal investment exemplified by the set asides (Title IIA) and national programs of bilingual vocational training (Title IVE) of the Carl Perkins Vocational Education Act have proven to be helpful in increasing the successful participation of the LEP in vocational training. Unfortunately, limited funding and the lack of direct targeting of funds for the LEP population makes this the most underserved of the special needs groups. Federal support must be continued by recognizing and funding the LEP as a distinct group with unique needs. Most importantly, funding should be commensurate with the needs and numbers of the LEP population. To institutionalize special services to the LEP population, staff development activities must be directed at improving the recruitment of bilingual minority personnel and the preparation of vocational staff. Moreover, to insure program accountability, data collection and research activities should investigate services to the LEP population.

MAJOR FINDINGS

A. LEP POPULATION

1. Limited English proficient (LEP) persons comprise a large and growing segment of the U.S. population due to new immigration and a higher than average birthrate among linguistic minorities.

- One of ten Americans (aged 5 and older) speaks a language other than English at home. This represented about 23 million people as of 1980 (U.S. Census, 1980).

- Although Spanish speakers represent nearly half of all non-English language background persons, 52% speak numerous other language. (See Appendix A for language breakdown.)

- By 1980 there were an estimated 15.5 million persons who were limited English proficient (LEP) and unable to benefit from an all English instructional setting or to perform adequately on a job requiring English languge skills. These LEP persons comprise 7-10% of the U.S. populations. (See Appendix B.)

- The White House Commission on Immigration demographers estimate that between 1 million and 1.5 million new immigrants are currently entering the U.S. each year--the majority from non-English speaking countries in Latin America and Asia. (See Appendix C.)

- Since 1980, the U.S. has also seen the influx of 791,831 refugees. (Refugee Reports, March 1988).

- Additionally, an estimated 4-12 million undocumented aliens reside in the U.S. The Council of Economic Advisors estimated that this figure was increasing by 100,000 - 300,000 persons per year through the mid 1980s (Hudson Institute, 1987).

- Birthrates among minorities is more than double that of white non-Hispanics. Projections indicate that the population of Hispanics and Asians--defined as Vietnamese, Chinese, Filipino, Korean, Japanese, and Pacific Islanders--will increase the most. (See Appendix D.)

2. The great majority of limited English proficient (LEP) persons were born in the U.S. or are naturalized citizens.

- The great majority of limited English proficient (LEP) persons were born in the U.S. or are citizens. More specifically, less than 10% or 1.5 million LEP persons were not U.S. citizens in 1980. (See Appendix C.)

- As a result of the legalization provisions of the new immigration law (called "amnesty provisions"), the numbers of naturalized citizens will increase as will the legal immigration of their immediate family members.

  It is estimated that 1 to 1.5 million immigrants will become legal residents as a result of these provisions.

3. **Minorities and immigrants will comprise the largest share of new entrants into the labor force between now and the year 2000. (See Appendix E).**

   - Non-whites will make up 29% of the new entrants into the labor force, which is twice their current share of the workforce (Hudson Institute, 1987).

   - Two-thirds or more of working age immigrants are likely to join the labor force (Hudson Institute, 1987).

   - Non-whites, women and immigrants will make up more than five-sixths of the net additions to the workplace (Hudson Institute, 1987).

4. **Minorities and immigrants are most heavily impacted by the changes in the labor market in which the fastest growing jobs will require the highest education and skill levels.**

   - According to one study, among 21-25 year olds, only 25% of whites and less than 7% of Hispanics could decipher a bus schedule (NAEP, U.S. Dept. of Ed.).

   - In the last census only 21% of limited English speaking adults 25 years old and over were high school graduates compared to 69% for persons who spoke only English (U.S. Census, 1980).

   - Black and Hispanics were 35% more likely to be employed in occupations projected by the Bureau of Labor Statistics to lose the most employees between 1978 and 1990 (Hudson Institute, 1980).

5. **Limited English speaking adults are less successful in the labor market.**

   - The unemployment rate of limited English speaking adults 16 years and over is almost twice that of the general population (U.S. Census, 1980).

   - The mean earnings in 1979 of limited English speaking females was $5,697 as compared to $7,418 for all females. For males the contrast is greater; limited English speakers earned $9,522 as compared to $15,845 for other males (U.S. Census, 1980).

B. VOCATIONAL PARTICIPATION

1. **Although gains are being made, statistics show that the LEP population is still critically underrepresented in vocational education.**

   - In 1982, OVAE discontinued its comprehensive vocational data collection, making accountability for the LEP difficult to ascertain. Vocational enrollments for the LEP in FY81 were reported at 1.0% of all vocational students. (See Appendix F.)

   - The 1984 Vocational Education Civil Rights Survey projected the LEP to make up only 1.4% of the total vocational enrollments. (See Appendix G.)

   - LEP vocational students at the secondary level represented only 4.1% of the total special needs enrollments (Cook, 1986).

2. **Despite legislative mandates, a great number of LEP students in vocational education are still not receiving the special services they require.**

   - LEP students are increasingly being placed in regular vocational programs without supports. In FY'86 9.9% of LEP students were enrolled in secondary vocational programs without any support while 19.3% were projected in FY'87 (Cook, 1986).

   - In a national study of 27 secondary and adult vocational programs, LEP students were being assessed with inappropriate instruments if at all; the results were being used to screen students out rather than provide remediation (Friedenberg, 1987).

   - Efforts to adapt vocational instruction for LEP students in the sites observed ranged from non-existent to extensive. In general, adaptation was dependant on staff attitudes and available bilingual personnel (Friedenberg, 1987).

   - Many programs use bilingual teacher aides to teach and counsel LEP students, however, these paraprofessionals receive minimum wage, work part time and receive little or no training (Friedenberg, 1987).

   - The 1984 Vocational Education Civil Rights Survey found that 20-50% of the LEP students enrolled in vocational education were not enrolled in any program designed to overcome their English language deficiency (U.S. Department of Education, Office of Civil Rights, 1986).

   - A national study of 27 secondary and adult vocational programs found that one-half to two-thirds of the vocational programs provide no English as a Second Language (ESL) instruction, let alone vocational ESL (Friedenberg, 1987).

3. **Although the federal bilingual vocational training (BVT) projects continue to be highly successful, this program's funding is woefully inadequate.**

   - BVT projects prepare limited English proficient adults for employment with a job placement rate of 85-95 percent, higher than any other employment or training initiative.

   - Recognizing the urgent need to prepare the LEP segment of the population, Congress originally authorized $60 million for the Bilingual Vocational Program. However, its allocation has never risen beyond $3.6 million--5 percent of that proposed by Congress.

   - The number of funded BVT projects has continued to decline due to budget constraints affected by the lack of funding increases, the rise in the cost of operation, and the diversion of BVE funds for other national activities (i.e.--national assessment studies). From an all-time high of 25 BVT projects, the program currently supports only 9 projects nationally.

4. **There are very few vocational personnel who are linguistic minorities and/or have received pre or inservice preparation for working with the LEP.**

   - Most vocational personnel and ESL teachers who work with LEP vocational students have never had any preservice or inservice training related to LEP students, bilingual vocational instruction or vocational ESL (Friedenberg, 1987).

   - Although the number of bilingual/bicultural vocational personnel is unknown, Hispanic and Asian persons made up only 1.4% of all full and part-time vocational personnel at all levels in 1984. (See Appendix H.)

RECOMMENDATIONS

1. Role of Federal Government

Because of the transient nature of the nation's population, the effect of national policy on local economies and the impact of immigration policy on local education systems, the federal government must share in the responsibility for preparing the American workforce. Federal education legislation must continue to address economic and social goals by assisting economically depressed areas and insuring equality of opportunity. More specifically, the federal government should assist state and local entities by:

- fiscally supporting necessary services to ensure access and successful participation of LEP persons,
- monitoring progress and compliance with civil rights guidelines and other existing federal policy affecting LEP persons,
- providing technical assistance to state vocational department(s),
- assisting states to strengthen collaborative efforts linking vocational education and training programs with bilingual education, ESL and human services providers at the state and local levels, and
- supporting a nationwide network of programs providing services to the LEP.

2. Basic State Grants (Title II, Part A)

- Since the LEP have unique service needs and the current set-aside for the disadvantaged has provided little incentive for serving the LEP, a separate set-aside of 10% of Title IIA should be allocated for serving LEP persons.
- All agencies providing vocational training to special needs persons--both youth and adults--should be required to provide assessment, career counseling special services, and transitional counseling to LEP students.

3. Special Programs (Title III, Part C)

- Since most LEP persons are adults and many will become dislocated workers due to labor market changes, funding of bilingual vocational training programs should be included as an allowable activity under Adult, Training, Retraining, and Employment Development.

4. BVE Program (Title IV, Part E)

- To maintain ongoing funding for BVT, BVIT, and BVMMT, the BVE allocation should be funded as one percent of the total vocational budget instead of as a discrete line item. (See Appendix I for Sample language.)
- As a demonstration program, BVT projects should be awarded 1-3 year grants with annual continuation contingent on successful operation and available funding. This allows for improved development, dissemination and institutionalization of these projects.

- To foster local adoption of BVT projects, a percent of local match should be required with increasing levels of local support for each year in operation. Moreover, to prevent the use of these funds solely for the maintenance of ongoing programs, renewed eligibility of previously funded BVT projects should be based on program innovation. (Examples: new target population, occupational training area, approach, or curriculum).

- Sums available for BVIT should not be restricted to training instructors of BVE and training programs. Pre and inservice training should also be for staff participating, or preparing to participate in "vocational training programs serving individuals with limited English proficiency." Personnel at the secondary, post-secondary or adult training level should all be eligible for such training.

5. Other Programs

- National research and applied studies projects should target specific set-asides for activities related to the LEP.

- National vocational data collection should include enrollment information regarding the LEP--by specific occupational programs, by grade level, data on LEP completers and leavers, and state and local expenditure on the LEP.

- Sex equity allocations should target funding for activities related to the needs of the LEP and other minority groups.

- Longitudinal studies should include a sample-based study of LEP persons who have participated in vocational education.

- Staff development and leadership training should target activities to improve the recruitment of linguistic minorities and the preparation of vocational personnel working with the LEP.

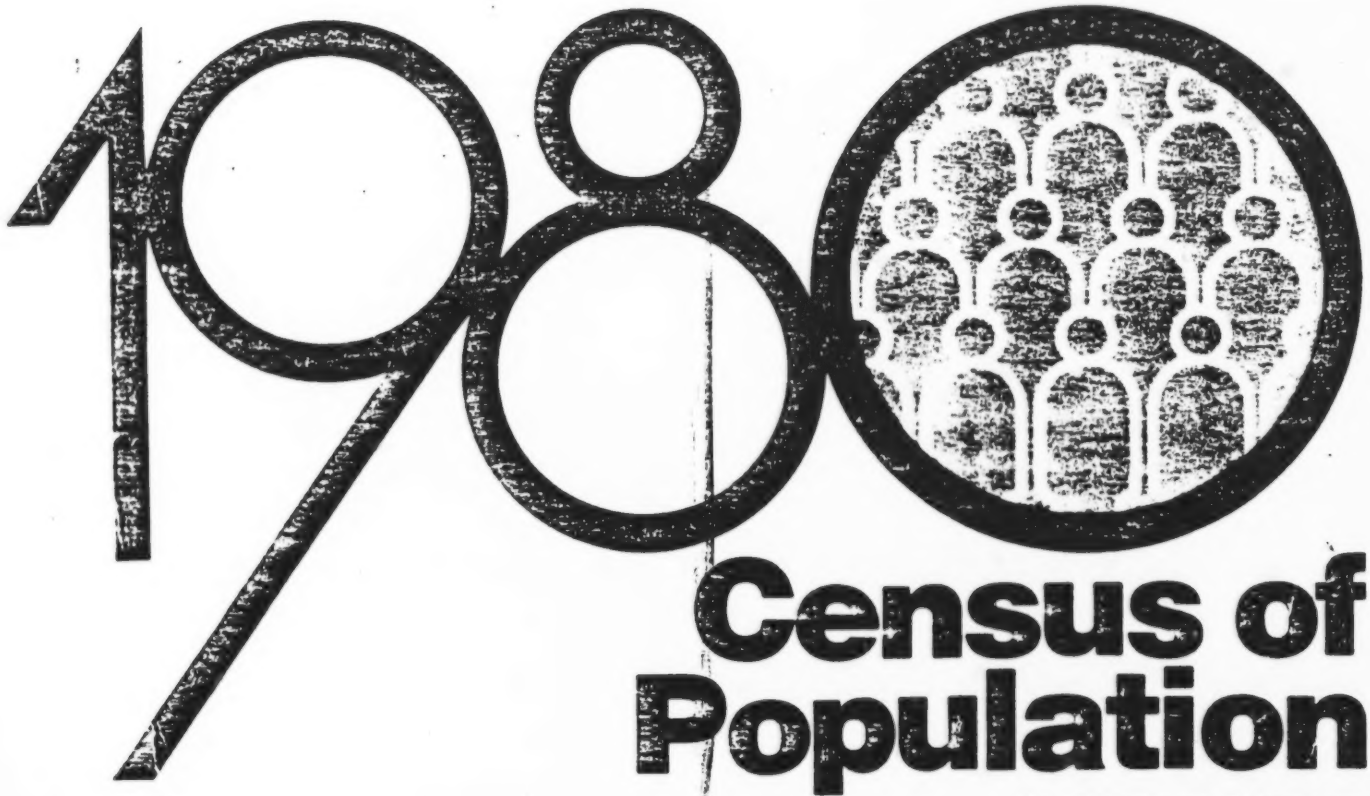
PC80-1-D1-A
U.S. Summary

Detailed Population Characteristics

UNITED STATES SUMMARY

Section A: United States

FOR
DISPLAY ONLY
Do Not Remove



U.S. Department of Commerce
BUREAU OF THE CENSUS

TABLE 256. LANGUAGE SPOKEN AT HOME BY AGE, CITIZENSHIP, SEX, AND ABILITY TO SPEAK ENGLISH: 1980

[DATA ARE ESTIMATES BASED ON A SAMPLE; SEE INTRODUCTION. FOR MEANING OF SYMBOLS, SEE INTRODUCTION. FOR DEFINITIONS OF TERMS, SEE APPENDIXES A AND B]

UNITED STATES	PERSONS UNDER 5 BY LANGUAGE OF PARENT	PERSONS 5 YEARS AND OVER												CITIZENS 18 YEARS AND OVER
		TOTAL	SPEAK ENGLISH - - VERY WELL	WELL	NOT WELL	NOT AT ALL	5 TO 13 YEARS	14 TO 17 YEARS	18 TO 24 YEARS	25 TO 44 YEARS	45 TO 64 YEARS	65 YEARS AND OVER	
BOTH SEXES														
TOTAL	16 113 528	210 247 455	182 879 004	5 957 544	5 005 503	1 217 989	31 117 872	16 376 103	29 917 793	62 818 929	44 518 372	25 498 386	157 059 685
SPEAK ONLY ENGLISH AT HOME	13 551 718	187 415	-	-	-	-	28 157 845	14 767 801	26 772 250	55 723 828	39 540 519	22 225 180	143 206 005
SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME	2 561 810	23 060 040	182 879 004	5 957 544	5 005 503	1 217 989	2 960 027	1 608 302	3 145 543	7 095 109	4 977 853	3 273 206	13 853 680
AMERICAN INDIAN OR ALASKA NATIVE LANGUAGES	54 119	333 020	169 790	114 502	33 596	15 132	60 556	32 153	53 566	104 206	55 974	26 565	229 926
ARABIC	32 415	217 529	122 304	66 385	23 528	5 312	23 524	11 177	43 605	83 813	36 075	17 335	92 589
ARMENIAN	3 628	100 634	52 772	27 063	15 490	5 309	9 058	4 719	11 191	25 567	29 285	20 814	54 397
ASIAN INDIAN LANGUAGES	41 148	243 402	167 634	55 377	16 292	4 099	33 906	9 976	24 753	146 630	23 117	5 020	53 476
CHINESE	57 597	630 804	253 059	190 653	131 244	55 848	76 599	37 851	83 316	250 966	129 073	53 001	268 875
CZECH	4 660	122 356	83 948	31 164	6 823	421	3 189	1 893	4 353	17 518	42 658	52 745	112 847
DUTCH	13 344	148 046	109 840	32 882	4 871	453	9 931	6 522	14 607	39 528	44 637	32 821	97 290
FINNISH	3 003	69 058	50 263	14 389	4 183	223	1 620	979	2 272	10 411	24 645	29 131	60 561
FRENCH	147 065	1 550 731	1 106 586	332 996	100 529	10 640	114 710	108 437	204 026	466 563	397 740	259 275	1 164 090
GERMAN	119 506	1 586 593	1 169 055	339 884	72 396	5 258	106 522	85 462	166 184	400 576	403 907	423 962	1 235 891
GREEK	33 225	401 443	243 767	97 040	30 444	10 192	43 143	22 579	45 548	117 757	117 637	54 779	268 244
HUNGARIAN	7 571	178 995	109 234	53 149	15 248	1 364	6 957	3 891	9 382	32 655	64 170	61 740	151 284
ITALIAN	86 379	1 618 344	996 551	407 136	183 708	30 949	89 817	37 043	111 792	301 741	543 101	314 850	1 306 120
JAPANESE	26 392	336 318	161 238	109 428	58 245	7 407	23 860	9 811	29 149	109 607	119 206	44 685	200 272
KOREAN	39 897	266 280	90 157	99 145	63 955	13 023	43 430	16 336	33 216	131 552	33 472	8 274	76 365
LITHUANIAN	2 321	72 850	44 423	17 839	7 950	638	1 857	1 444	3 425	10 144	25 738	30 262	63 299
NORWEGIAN	4 710	112 465	86 299	22 439	3 357	150	3 999	2 424	5 343	15 127	28 241	57 131	96 769
PERSIAN	10 237	106 992	52 680	40 454	11 685	2 373	9 830	7 710	31 301	44 209	10 802	3 140	18 235
PHILIPPINE LANGUAGES	69 595	474 130	274 239	135 837	39 504	4 574	40 985	22 204	50 152	225 496	87 663	47 650	195 834
POLISH	31 178	820 647	537 240	198 309	73 249	9 849	26 188	14 746	35 108	120 274	343 713	280 618	702 093
PORTUGUESE	34 459	351 873	146 018	89 144	63 266	33 447	45 473	22 196	41 973	109 109	87 284	45 840	162 560
RUSSIAN	9 588	173 226	75 622	50 072	35 774	11 758	13 526	5 807	13 618	46 227	42 766	51 282	90 629
SERBO-CROATIAN	9 964	150 255	82 677	44 998	19 632	2 948	13 459	5 366	10 191	37 030	46 594	37 615	102 090
SLOVAK	1 611	87 661	39 237	21 414	6 657	331	1 502	761	1 888	6 906	34 443	42 161	82 739
SPANISH	1 537 457	11 116 194	5 534 875	2 873 539	770 047	937 733	1 933 688	1 018 774	1 912 623	3 736 440	1 846 805	647 864	5 885 391
SWEDISH	4 723	100 063	76 993	19 329	3 572	169	4 311	2 587	5 953	15 453	19 966	51 815	81 287
THAI	17 000	84 961	24 357	30 407	21 513	8 684	15 662	3 885	13 124	45 124	4 282	904	14 698
UKRAINIAN	5 872	121 292	70 773	33 520	15 398	1 601	5 787	3 647	8 883	24 031	46 735	32 209	93 998
VIETNAMESE	26 746	194 588	47 643	73 414	37 023	16 508	44 994	19 340	35 404	73 320	17 547	3 981	20 372
YIDDISH	16 061	315 953	222 034	74 942	16 795	2 182	14 352	4 971	12 744	32 802	77 452	173 612	285 257
OTHER SPECIFIED LANGUAGE	79 716	634 046	399 344	175 995	62 078	16 629	80 843	36 640	85 035	216 660	128 166	106 722	367 935
UNSPECIFIED LANGUAGE	28 623	319 247	236 556	64 677	15 249	2 765	54 787	24 971	41 398	77 667	65 001	35 423	218 249
FEMALES														
TOTAL	7 870 563	108 538 296	6 775 078	3 000 980	581 196	746 369	15 190 713	7 998 909	14 929 644	31 814 387	23 368 828	15 235 618	82 340 074
SPEAK ONLY ENGLISH AT HOME	6 614 551	96 434 677	-	-	-	-	13 730 112	7 184 427	13 384 196	28 175 423	20 680 305	13 280 014	74 909 399
SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME	1 256 012	12 103 619	6 775 078	3 000 980	581 196	746 363	1 460 601	814 478	1 545 249	3 638 964	2 688 523	1 955 604	7 430 675
AMERICAN INDIAN OR ALASKA NATIVE LANGUAGES	26 747	170 224	86 695	37 643	16 437	9 447	30 187	16 022	26 682	53 283	29 677	16 373	118 804
ARABIC	15 493	90 095	48 278	24 829	12 912	4 076	12 509	4 999	14 263	30 993	17 066	10 265	42 017
ARMENIAN	2 729	52 632	26 907	13 761	8 669	3 295	4 407	2 281	5 003	12 729	15 391	12 821	29 728
ASIAN INDIAN LANGUAGES	20 170	110 271	68 530	28 328	10 192	3 221	16 836	4 703	12 317	44 313	9 356	2 746	21 679
CHINESE	27 997	311 186	118 208	87 961	66 850	38 167	35 993	17 572	41 099	126 371	62 921	27 230	130 291
CZECH	2 389	70 075	47 849	17 650	4 270	306	1 451	850	2 189	8 844	23 530	33 211	65 386
DUTCH	6 552	79 705	58 860	17 656	2 936	253	5 024	3 288	7 343	21 821	23 032	19 197	52 122
FINNISH	1 544	39 399	28 629	8 014	2 610	146	795	490	1 082	5 753	13 251	18 028	34 173
FRENCH	71 815	872 112	624 142	182 476	58 155	7 339	57 479	62 487	109 246	254 740	223 360	164 800	660 529
GERMAN	57 867	882 019	648 353	191 552	39 031	3 083	52 600	42 978	81 201	217 569	226 938	260 733	680 004
GREEK	16 043	201 600	121 304	43 897	29 163	7 236	21 019	11 397	21 867	56 962	58 581	31 574	137 022
HUNGARIAN	3 587	99 609	60 288	29 084	9 237	1 000	3 399	1 820	4 547	16 621	34 995	38 227	85 212
ITALIAN	42 598	877 760	540 143	209 150	107 099	21 368	44 294	28 973	55 142	151 867	290 826	306 658	715 280
JAPANESE	12 853	192 976	87 031	63 868	36 504	5 573	11 827	5 348	14 525	60 636	74 734	25 906	114 322
KOREAN	19 417	149 841	45 167	56 821	37 894	9 959	21 243	7 711	18 706	79 061	17 563	5 555	43 643
LITHUANIAN	1 168	42 840	27 158	10 183	5 025	474	879	834	1 787	5 493	14 538	19 309	37 130
NORWEGIAN	2 411	63 041	48 659	12 148	2 125	109	2 021	1 218	2 888	8 329	14 773	33 812	54 346
PERSIAN	5 074	39 756	17 839	13 836	6 413	1 668	4 373	3 113	10 502	15 435	4 587	1 546	7 967
PHILIPPINE LANGUAGES	33 679	254 206	149 543	81 149	20 358	3 156	20 185	11 061	26 390	130 518	49 175	16 877	92 370
POLISH	15 245	470 092	307 675	111 001	45 264	6 152	13 014	7 280	17 783	63 842	193 275	174 898	604 860
PORTUGUESE	16 771	181 683	87 076	42 895	32 197	19 515	22 496	10 851	20 729	55 088	45 669	26 850	86 910
RUSSIAN	4 752	93 969	40 871	26 250	19 318	7 530	6 451	2 673	6 577	22 852	23 690	31 726	50 624
SERBO-CROATIAN	4 891	78 713	43 626	21 862	11 031	2 174	6 545	2 609	5 277	18 179	23 999	22 104	33 987
SLOVAK	798	52 717	35 555	12 633	4 272	257	671	314	918	3 893	19 913	27 008	49 841
SPANISH	756 034	5 675 424	2 824 624	1 394 620	894 836	561 344	937 692	517 269	941 629	1 909 566	977 171	372 097	3 035 813
SWEDISH	2 243	58 883	45 850	10 765	2 166	102	2 231	1 248	3 255	9 478	11 202	31 469	47 737
THAI	8 498	44 716	11 924	17 241	10 470	5 081	7 719	2 843	6 631	24 558	2 419	546	6 716
UKRAINIAN	3 136	65 787	38 598	17 265	8 804	1 118	2 957	1 804	4 389	12 745	25 865	18 027	50 457
VIETNAMESE	12 990	91 743	22 038	33 541	26 337	9 827	21 197	8 405	15 236	36 031	8 382	2 492	10 614
YIDDISH	7 692	182 404	129 937	42 228	9 106	1 133	6 822	2 239	5 783	16 483	45 168	105 909	166 571
OTHER SPECIFIED LANGUAGE	38 787	326 460	198 247	84 893	32 815	10 505	39 375	17 734	39 446	99 805	67 048	63 052	193 163
UNSPECIFIED LANGUAGE	14 040	181 681	135 474	35 778	7 [illegible]	1 751	24 708	11 866	20 815	45 106	40 430	36 758	131 397

TABLE 258. SELECTED SOCIAL AND ECONOMIC CHARACTERISTICS OF PERSONS IN HOUSEHOLDS BY LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH: 1980

[DATA ARE ESTIMATES BASED ON A SAMPLE; SEE INTRODUCTION. FOR MEANING OF SYMBOLS, SEE INTRODUCTION. FOR DEFINITIONS OF TERMS, SEE APPENDIXES A AND B]

UNITED STATES	PERSONS IN HOUSEHOLDS	SPEAK ONLY ENGLISH			SPEAK SPANISH AT HOME				SPEAK ANOTHER LANGUAGE AT HOME			
		ALL HHLD MBRS SPK ONLY ENGL	1+ HHLD MBRS SPK SPANISH	1+ HHLD MBRS SPK OTH LANG	ABILITY TO SPEAK ENGLISH: VERY WELL	WELL	NOT WELL	NOT AT ALL	ABILITY TO SPEAK ENGLISH: VERY WELL	WELL	NOT WELL	NOT AT ALL
HOUSEHOLD RELATIONSHIP												
PERSONS 5 YEARS AND OVER	204 521 741	172 404 690	3 293 783	6 390 700	5 404 230	2 812 212	1 736 380	917 259	7 114 705	2 975 202	1 199 351	273 230
IN FAMILIES	177 348 654	148 687 408	3 063 342	6 048 859	4 876 236	2 570 299	1 536 515	788 931	5 978 819	2 519 450	1 031 121	267 674
HOUSEHOLDER: MALE	49 224 032	41 931 352	616 572	1 370 541	1 090 126	652 613	417 437	155 369	1 827 692	824 421	291 284	46 625
FEMALE	9 966 101	8 461 701	128 314	188 106	289 042	160 301	132 317	78 958	335 042	126 448	53 302	12 570
SPOUSE: MALE	1 792 218	1 518 731	23 124	48 789	39 421	23 809	18 795	8 176	70 484	28 340	10 676	1 873
FEMALE	47 103 296	40 216 142	499 636	1 068 495	1 057 109	546 045	387 016	249 756	1 876 470	800 654	326 031	75 962
CHILD	61 300 435	50 622 789	1 625 527	3 073 854	2 144 894	1 015 442	413 225	116 173	1 545 353	516 671	193 630	32 877
OTHER RELATIVES	7 962 572	5 936 693	170 169	299 074	255 666	172 089	167 725	180 699	323 778	222 916	156 198	77 787
NOT IN FAMILIES	27 173 087	23 717 282	230 441	541 841	527 994	241 913	199 865	128 327	1 135 886	455 752	168 230	25 556
HOUSEHOLDER	21 277 294	18 944 054	67 482	101 904	357 592	159 126	116 201	59 557	947 452	375 129	131 090	17 707
MALE	8 941 007	7 869 837	41 443	61 035	205 977	91 712	61 915	24 727	374 743	154 444	49 764	5 610
FEMALE	12 336 287	11 074 217	26 039	40 869	151 615	67 414	54 286	34 830	572 709	220 685	81 326	12 297
NONRELATIVES	5 895 793	4 773 228	162 959	239 937	170 402	82 787	83 664	68 770	188 434	80 623	37 140	7 849
AGE												
PERSONS 5 YEARS AND OVER	204 521 741	172 404 690	3 293 783	6 390 700	5 404 230	2 812 212	1 736 380	917 258	7 114 705	2 975 202	1 199 351	273 230
5 TO 13 YEARS	31 052 004	25 749 594	949 608	1 399 384	991 263	609 638	262 760	65 270	637 168	255 366	110 483	21 470
14 TO 17 YEARS	16 194 255	13 400 821	424 592	781 389	636 402	245 251	91 471	32 674	406 124	124 833	44 951	5 747
18 TO 24 YEARS	27 095 596	22 650 787	528 900	1 029 440	1 015 446	398 302	234 537	138 693	734 584	253 122	95 486	16 296
25 TO 44 YEARS	62 061 700	52 569 111	878 777	1 630 321	1 837 582	922 722	624 931	307 648	2 047 809	855 471	332 359	54 969
45 TO 64 YEARS	44 095 087	37 588 779	410 697	1 165 820	732 737	494 340	378 929	221 652	1 930 625	771 138	313 325	87 045
65 YEARS AND OVER	24 023 099	20 445 598	101 209	384 346	190 800	141 959	143 752	151 321	1 358 395	715 272	302 747	87 700
RESIDENCE IN 1975 AND CITIZENSHIP												
PERSONS 5 YEARS AND OVER	204 636 478	172 634 959	3 272 589	6 359 575	5 367 533	2 810 493	1 729 315	911 927	7 116 098	2 967 400	1 196 930	271 659
SAME HOUSE	111 394 252	94 746 912	1 626 065	3 796 319	2 534 910	1 347 108	701 088	303 682	4 069 190	1 621 259	553 112	94 607
DIFFERENT HOUSE IN UNITED STATES	89 470 834	76 775 374	1 602 658	2 438 831	2 612 196	1 241 616	714 069	318 250	2 534 329	872 678	307 073	53 760
SAME COUNTY	51 638 023	43 698 791	947 370	1 345 210	1 737 117	911 404	542 596	255 806	1 428 922	530 495	201 566	38 766
DIFFERENT COUNTY	37 832 811	33 076 583	655 288	1 093 621	875 079	330 212	171 473	62 444	1 105 407	342 183	105 529	14 994
SAME STATE	18 921 722	16 578 054	319 895	517 541	457 323	176 569	91 778	32 403	518 911	167 677	53 393	8 198
DIFFERENT STATE	18 911 089	16 498 529	335 393	576 080	417 756	153 663	79 695	30 041	586 496	174 506	52 134	6 796
NORTHEAST	4 168 427	3 467 658	61 340	158 665	107 414	46 969	26 622	10 897	205 226	62 331	18 611	2 714
NORTH CENTRAL	4 851 006	4 332 658	72 843	133 630	69 278	22 432	12 671	3 842	132 863	37 751	11 788	1 250
SOUTH	5 950 021	5 314 911	101 872	158 342	118 035	41 398	19 366	7 189	135 828	39 680	12 015	1 385
WEST	3 961 635	3 383 302	99 338	125 443	123 029	42 884	21 036	8 113	112 579	34 744	9 720	1 447
PUERTO RICO	180 990	13 621	3 890	536	51 231	41 556	41 058	26 347	1 209	666	284	192
OTHER OUTLYING AREA	56 464	32 662	1 347	5 010	1 271	548	229	86	8 420	5 019	1 576	296
ABROAD	3 534 338	1 066 390	38 629	118 879	167 925	179 665	272 871	263 562	502 950	467 778	332 885	122 804
NOT A CITIZEN	2 245 019	266 062	10 666	31 681	91 789	138 282	235 348	237 940	380 185	423 373	312 155	117 538
SCHOOL ENROLLMENT												
PERSONS 5 YEARS OLD AND OVER ENROLLED IN SCHOOL	57 692 776	47 658 707	1 551 790	2 635 524	2 063 276	956 693	371 334	75 863	1 592 092	562 887	201 042	25 568
NURSERY SCHOOL OR KINDERGARTEN	3 577 774	2 979 185	113 133	165 655	84 605	76 283	30 407	11 858	62 152	34 086	17 045	3 365
ELEMENTARY (1 TO 8 YEARS)	28 686 121	23 772 959	863 968	1 308 559	978 114	561 858	211 492	44 434	805 433	231 522	93 686	14 116
HIGH SCHOOL (1 TO 4 YEARS)	15 132 770	12 566 678	382 706	740 144	585 396	208 224	72 210	13 096	398 237	117 547	44 320	4 212
COLLEGE	10 296 111	8 339 885	192 003	441 166	415 161	108 528	37 225	6 475	526 270	179 732	45 991	3 875
YEARS OF SCHOOL COMPLETED												
PERSONS 25 YEARS OLD AND OVER	130 179 886	110 603 488	1 390 683	3 180 487	2 761 119	1 559 021	1 147 612	680 621	5 336 829	2 341 881	948 431	229 714
ELEMENTARY: 0 TO 4 YEARS	4 432 085	2 629 967	38 231	59 058	127 466	204 082	329 527	315 465	169 362	229 767	220 755	108 405
5 TO 8 YEARS	18 788 176	14 696 449	128 705	346 208	406 750	460 534	428 461	249 944	1 028 830	692 333	287 583	64 379
HIGH SCHOOL: 1 TO 3 YEARS	19 870 319	17 141 450	214 538	463 560	466 900	279 331	134 768	44 879	700 596	304 096	102 874	17 329
4 YEARS	45 327 779	39 940 515	505 551	1 202 510	845 627	362 444	153 515	47 055	1 502 029	553 612	188 570	26 351
COLLEGE: 1 TO 3 YEARS	20 500 625	17 803 495	274 761	557 613	510 941	157 132	57 063	12 632	800 090	252 122	68 640	6 136
4 OR MORE YEARS	21 260 902	18 391 612	228 897	551 538	405 435	95 498	44 278	10 646	1 135 922	309 953	80 009	7 114
PERCENT HIGH SCHOOL GRADUATES	66.9	68.8	72.6	72.7	63.8	39.5	22.2	10.3	64.4	47.6	35.6	17.2
LABOR FORCE STATUS AND OCCUPATION												
PERSONS 16 YEARS AND OVER	165 613 577	140 159 171	2 128 287	4 609 896	4 104 442	2 079 832	1 430 686	840 052	6 284 545	2 660 057	1 067 468	249 141
LABOR FORCE	104 420 263	88 779 512	1 471 386	3 135 893	2 786 244	1 330 566	860 625	407 472	3 666 607	1 386 100	508 514	87 344
PERCENT OF PERSONS 16 YEARS AND OVER	63.1	63.3	69.1	68.0	67.9	64.0	60.2	48.5	58.3	52.1	47.6	35.1
CIVILIAN LABOR FORCE	103 472 686	88 003 473	1 449 750	3 079 961	2 753 446	1 323 366	858 898	407 242	3 626 571	1 376 222	506 480	87 277
EMPLOYED	96 726 635	82 395 056	1 334 239	2 865 939	2 537 960	1 209 796	771 950	354 399	3 429 419	1 288 386	462 040	77 453
MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS	21 960 882	19 131 506	275 280	630 707	486 000	116 865	41 443	8 687	989 009	226 677	51 141	3 565
EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS	10 087 673	8 808 568	133 928	296 914	218 119	59 038	22 610	4 865	409 691	105 682	26 386	1 872
PROFESSIONAL SPECIALTY OCCUPATIONS	11 873 209	10 322 940	141 352	333 793	267 881	57 827	18 833	3 822	579 318	120 995	24 755	1 693
TECHNICAL, SALES, AND ADMINISTRATIVE SUPPORT OCCUPATIONS	29 291 463	25 349 894	409 379	914 479	797 930	254 527	86 738	21 966	1 070 185	306 471	73 525	6 371
TECHNICIANS AND RELATED SUPPORT OCCUPATIONS	2 946 987	2 536 960	38 958	90 810	69 962	19 947	6 131	1 288	128 060	46 039	8 242	610
SALES OCCUPATIONS	9 691 465	8 397 643	140 161	312 779	232 587	79 781	31 664	8 608	353 234	103 820	28 573	2 615
ADMINISTRATIVE SUPPORT OCCUPATIONS, INCLUDING CLERICAL	16 653 011	14 415 291	230 260	510 890	495 401	154 799	48 943	12 068	588 891	156 612	36 710	3 146
SERVICE OCCUPATIONS	12 372 479	10 217 952	196 680	386 476	360 928	214 815	149 577	63 034	433 050	231 343	101 331	17 293
PRIVATE HOUSEHOLD OCCUPATIONS	582 584	477 789	7 098	12 282	13 344	14 323	15 537	8 298	17 019	10 851	5 077	966
PROTECTIVE SERVICE OCCUPATIONS	1 454 493	1 265 507	25 424	50 913	39 874	11 620	3 978	949	41 006	11 903	3 091	228
SERVICE OCCUPATIONS, EXCEPT PROTECTIVE AND HOUSEHOLD	10 335 402	8 474 656	164 158	323 281	307 710	188 872	130 062	53 787	375 025	208 589	93 163	16 099
FARMING, FORESTRY, AND FISHING OCCUPATIONS	2 763 704	2 298 092	29 415	69 128	65 183	53 683	58 828	49 719	82 442	41 859	14 497	2 858
PRECISION PRODUCTION, CRAFT, AND REPAIR OCCUPATIONS	12 559 979	10 689 695	172 919	369 977	322 686	190 903	111 668	42 874	383 938	198 917	67 617	8 785
OPERATORS, FABRICATORS, AND LABORERS	17 776 128	14 707 915	250 566	495 172	505 233	379 001	323 696	168 121	470 795	283 119	153 929	38 581

TABLE 220. RESIDENCE IN 1975 BY AGE, SEX, RACE, AND SPANISH ORIGIN: 1980

[DATA ARE ESTIMATES BASED ON A SAMPLE; SEE INTRODUCTION. FOR MEANING OF SYMBOLS, SEE INTRODUCTION. FOR DEFINITIONS OF TERMS, SEE APPENDIXES A AND B]

UNITED STATES TOTAL	TOTAL	SAME HOUSE	DIFFERENT HOUSE IN UNITED STATES								ABROAD
			TOTAL	SAME COUNTY	SAME STATE	DIFFERENT STATE					
						TOTAL	NORTHEAST	NORTH CENTRAL	SOUTH	WEST	
PERSONS 5 YEARS AND OVER	210 323 291	112 695 414	93 696 039	52 749 574	20 588 011	20 338 454	4 585 180	5 198 354	6 394 116	4 180 824	3 931 836
5 TO 9 YEARS	16 574 706	7 068 837	9 125 158	5 435 606	1 832 331	1 857 221	333 696	461 128	841 450	416 949	380 711
10 TO 14 YEARS	18 180 612	10 213 100	7 640 064	4 552 224	1 500 164	1 587 676	312 817	404 760	520 230	349 889	327 668
15 TO 19 YEARS	21 020 332	12 101 969	8 495 613	4 532 070	2 012 344	1 951 199	449 341	503 497	609 152	389 209	422 770
20 TO 24 YEARS	21 208 256	6 254 336	14 328 214	7 384 698	3 680 562	3 282 974	796 890	865 771	1 027 017	593 296	625 506
25 TO 29 YEARS	19 516 422	6 290 306	14 560 548	7 886 617	3 346 246	3 307 685	703 934	822 251	1 085 972	695 528	685 568
30 TO 34 YEARS	17 705 195	8 032 748	11 178 747	6 277 680	2 662 518	2 438 549	517 329	596 513	796 786	527 965	673 660
35 TO 39 YEARS	13 963 691	6 898 081	6 763 216	3 832 330	1 603 044	1 307 842	319 804	368 717	481 849	333 472	302 394
40 TO 44 YEARS	11 625 972	7 068 856	4 343 520	2 537 372	853 299	930 449	196 284	233 381	311 190	209 814	213 596
45 TO 49 YEARS	11 053 196	7 333 078	3 356 396	2 008 836	664 845	682 715	150 322	170 261	216 473	145 677	161 724
50 TO 54 YEARS	11 740 645	8 587 267	3 048 585	1 858 457	606 807	583 721	142 683	153 038	170 387	117 213	104 813
55 TO 59 YEARS	11 720 305	8 869 345	2 767 813	1 630 628	562 823	534 362	147 986	150 439	166 686	111 273	83 145
60 TO 64 YEARS	10 234 091	7 860 490	2 312 490	1 311 073	485 605	515 812	137 372	149 139	114 798	94 503	61 111
65 TO 69 YEARS	8 876 230	6 841 301	1 987 032	1 108 207	414 611	464 214	134 499	134 107	94 553	81 055	47 897
70 TO 74 YEARS	6 905 424	5 429 215	1 446 255	869 024	289 746	287 485	92 277	77 989	66 539	50 680	29 954
75 YEARS AND OVER	10 018 256	7 604 329	2 382 388	1 504 552	491 086	386 750	109 970	103 383	109 474	63 921	31 539
MALES 5 YEARS AND OVER	101 658 738	53 399 660	46 147 131	25 514 081	10 184 349	10 448 721	2 330 484	2 640 603	3 304 052	2 173 582	2 111 927
5 TO 9 YEARS	8 496 258	3 623 494	4 675 935	2 778 190	961 739	936 006	171 776	239 089	329 196	215 947	196 629
10 TO 14 YEARS	9 295 870	5 227 473	3 899 805	2 314 627	772 351	812 827	160 908	206 153	267 045	178 721	168 592
15 TO 19 YEARS	10 681 337	6 334 671	4 117 893	2 122 282	963 857	1 031 754	237 672	267 435	321 555	205 092	228 773
20 TO 24 YEARS	10 587 310	3 475 098	6 760 313	3 325 212	1 702 683	1 732 618	423 822	450 588	546 665	311 763	351 904
25 TO 29 YEARS	9 689 244	2 879 127	7 221 568	3 862 184	1 658 078	1 701 304	353 999	413 133	566 084	368 088	388 549
30 TO 34 YEARS	8 755 077	2 737 837	5 762 030	3 201 941	1 290 607	1 269 682	267 424	306 901	416 960	278 197	255 210
35 TO 39 YEARS	6 854 824	3 133 620	3 558 427	1 998 225	763 876	794 326	167 306	195 051	256 229	177 740	162 777
40 TO 44 YEARS	5 685 261	3 264 531	2 301 813	1 319 339	465 397	517 077	106 158	124 078	170 609	116 232	118 917
45 TO 49 YEARS	5 352 049	3 538 653	1 736 428	1 020 356	352 413	363 659	78 380	88 690	117 604	78 985	76 968
50 TO 54 YEARS	5 624 505	4 044 648	1 526 492	923 691	307 767	295 034	70 643	76 003	87 449	60 939	53 367
55 TO 59 YEARS	5 533 202	4 170 780	1 322 833	787 038	274 529	261 268	67 543	69 451	70 434	53 840	39 587
60 TO 64 YEARS	4 728 094	3 644 075	1 057 047	592 608	226 514	237 925	69 810	68 916	53 567	45 632	26 972
65 TO 69 YEARS	3 921 734	3 029 721	872 166	462 393	188 444	221 329	75 034	65 923	41 410	38 960	19 869
70 TO 74 YEARS	2 891 420	2 299 139	580 161	337 196	119 300	123 665	41 746	34 627	25 490	21 782	12 100
75 YEARS AND OVER	3 562 551	2 796 580	754 236	468 797	156 994	128 447	38 243	34 565	33 975	21 664	11 733
FEMALES 5 YEARS AND OVER	108 664 553	59 295 754	47 548 888	27 235 493	10 403 662	9 909 733	2 254 696	2 557 751	3 090 064	2 007 242	1 819 909
5 TO 9 YEARS	8 078 448	3 445 143	4 449 223	2 657 416	890 592	901 215	161 922	226 037	312 254	201 002	184 082
10 TO 14 YEARS	8 884 742	4 985 627	3 740 259	2 237 597	727 813	774 849	151 909	198 587	253 185	171 168	158 856
15 TO 19 YEARS	10 338 995	5 767 298	4 377 720	2 409 788	1 048 487	919 445	211 669	236 062	287 597	184 117	193 997
20 TO 24 YEARS	10 620 946	2 779 461	7 567 901	4 059 486	1 958 059	1 550 356	373 068	415 183	480 372	281 533	273 602
25 TO 29 YEARS	9 827 178	3 211 179	7 318 980	4 024 431	1 688 168	1 606 381	349 935	409 118	519 488	327 840	297 019
30 TO 34 YEARS	8 950 078	5 314 911	5 416 717	3 075 739	1 371 911	1 169 067	249 901	289 612	379 806	249 768	218 450
35 TO 39 YEARS	7 088 867	3 764 461	3 184 789	1 834 105	839 168	711 516	152 498	173 666	229 620	155 732	139 617
40 TO 44 YEARS	5 940 711	3 804 325	2 041 707	1 218 233	589 902	433 572	90 104	109 303	140 581	93 582	94 679
45 TO 49 YEARS	5 701 147	4 016 425	1 619 968	988 480	312 432	319 056	71 942	81 551	98 871	66 692	64 756
50 TO 54 YEARS	6 116 140	4 542 601	1 522 093	934 766	299 040	288 287	72 040	77 035	82 938	56 274	51 446
55 TO 59 YEARS	6 187 101	4 698 565	1 444 978	863 590	284 294	293 094	80 443	80 988	74 230	57 433	43 558
60 TO 64 YEARS	5 505 997	4 216 415	1 235 443	718 465	239 091	277 887	87 562	80 223	61 231	48 871	34 139
65 TO 69 YEARS	4 954 494	3 811 580	1 114 866	643 814	226 167	242 885	79 463	68 184	53 143	42 093	28 048
70 TO 74 YEARS	4 014 004	3 130 056	866 094	531 828	170 446	163 820	50 511	43 362	41 049	28 898	17 854
75 YEARS AND OVER	6 455 705	4 807 749	1 628 150	1 033 755	334 092	258 303	71 727	68 820	75 499	42 257	19 806
PERSONS 21 YEARS AND OVER	150 195 271	81 630 117	65 881 357	37 010 187	14 520 469	14 350 701	3 331 728	3 659 911	4 438 863	2 920 199	2 683 797
IN ARMED FORCES IN 1975	1 875 967	237 421	1 321 472	323 688	185 811	811 973	76 133	99 060	380 060	256 720	317 074
21 TO 24 YEARS	269 321	27 170	204 400	55 134	30 875	118 391	11 580	16 951	55 446	36 414	37 751
25 TO 29 YEARS	671 739	50 523	500 248	123 675	73 906	302 667	28 035	34 610	138 658	101 364	120 968
30 TO 34 YEARS	397 715	49 554	280 558	69 408	38 362	172 788	16 716	21 114	81 831	53 127	67 603
35 TO 39 YEARS	224 585	36 083	147 614	33 284	18 897	95 433	8 990	11 908	44 341	30 194	40 888
40 TO 44 YEARS	178 914	35 450	112 768	24 647	13 842	74 279	6 376	9 815	35 639	22 449	30 696
45 TO 49 YEARS	86 376	21 964	51 120	11 754	6 635	32 731	2 857	4 376	16 388	9 110	13 290
50 YEARS AND OVER	47 317	16 675	24 764	5 786	3 294	15 684	1 579	2 286	7 757	6 062	5 878
ATTENDING COLLEGE IN 1975	10 476 013	2 571 381	7 593 771	3 186 960	2 136 579	2 250 232	576 700	611 324	648 599	413 609	310 861
21 TO 24 YEARS	3 065 984	759 453	2 218 071	896 253	683 928	637 890	184 881	175 496	179 911	97 602	88 460
25 TO 29 YEARS	4 088 793	569 515	3 378 129	1 327 549	1 001 349	1 049 231	272 737	296 713	297 568	182 213	141 149
30 TO 34 YEARS	1 628 808	369 627	1 210 108	563 816	297 725	348 567	75 563	89 581	104 406	79 017	69 073
35 TO 39 YEARS	711 448	278 101	415 581	204 930	93 586	117 065	23 964	27 823	33 733	29 545	17 766
40 YEARS AND OVER	980 980	594 685	371 882	196 412	79 991	97 479	19 555	21 711	30 981	25 232	16 413
PERSONS 16 YEARS AND OVER	171 514 124	92 879 695	75 478 819	41 893 772	16 974 635	16 610 412	3 878 129	4 252 076	5 133 042	3 347 165	3 155 610
IN ARMED FORCES IN 1980	1 635 039	110 414	1 356 322	109 772	122 951	1 123 599	216 504	230 760	431 823	224 532	168 303
16 TO 19 YEARS	248 559	6 829	234 826	5 575	17 301	211 950	50 031	60 171	67 319	34 429	6 904
20 TO 24 YEARS	592 370	16 252	551 220	21 044	68 748	481 426	110 157	124 044	172 391	74 834	24 898
25 TO 29 YEARS	290 796	11 342	237 021	24 681	22 401	189 939	32 277	34 483	78 889	44 290	42 233
30 TO 34 YEARS	207 518	15 442	151 093	23 326	14 685	113 082	12 311	15 694	52 909	32 168	40 983
35 TO 39 YEARS	133 627	17 965	104 397	18 689	11 327	74 381	6 916	9 676	34 076	23 713	31 265
40 TO 44 YEARS	78 299	13 010	48 461	8 759	4 846	34 856	2 947	4 728	16 784	10 397	14 828
45 TO 49 YEARS	34 689	11 042	18 741	4 209	1 954	12 578	1 228	1 375	6 380	3 595	4 906
50 YEARS AND OVER	29 181	16 332	10 563	3 487	1 689	5 387	637	569	3 077	1 104	2 286
ATTENDING COLLEGE IN 1980	12 355 098	4 357 114	7 487 598	2 661 598	2 690 765	2 135 255	622 810	533 261	594 927	384 257	510 386
16 TO 19 YEARS	2 677 937	1 166 525	1 463 369	345 916	684 189	413 264	145 027	105 132	104 059	59 046	68 043
20 TO 24 YEARS	4 785 791	1 554 917	3 045 425	896 712	1 289 309	861 404	279 183	223 731	226 385	132 185	185 449
25 TO 29 YEARS	1 927 902	318 500	1 472 056	637 841	380 711	453 504	108 792	108 626	137 868	98 218	137 346
30 TO 34 YEARS	1 200 509	325 444	814 209	412 879	185 784	215 546	47 162	49 843	68 507	50 034	60 856
35 YEARS AND OVER	1 762 959	991 728	712 539	370 250	150 752	191 537	42 726	43 929	60 108	44 774	58 692

(1) PERSONS OF SPANISH ORIGIN MAY BE OF ANY RACE.

The 1980 Census conducted a survey of a sub-group of its national sample to determine language background and English proficiency. The survey found that 23,060,040 persons speak a language other than English at home. Of these, 4,223,492 identified themselves as not speaking English well or at all.

PERSONS 5 YEARS AND OVER WHO SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME: ABILITY TO SPEAK ENGLISH
(1980 Census)

Very Well	Well	Not Well	Not at All
12,879,004	5,957,544	3,005,503	1,217,989

However, the Children's English and Services Study (1978) found that in testing children ages 5-17, an additional 59% of those previously identified as speaking English very well or well, tested as limited English proficient. This would bring the total LEP figure as of 1980 closer to 15.5 million for persons who are limited English proficient--lacking skills in understanding, speaking, reading, and writing English.

Information Series No. 302

IMMIGRANT WORKERS AND THE AMERICAN WORKPLACE: THE ROLE OF VOC ED

EDITED BY
JEANNE LOPEZ-VALADEZ

ERIC Clearinghouse on Adult, Career, and Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION THE OHIO STATE UNIVERSITY

EXECUTIVE SUMMARY

Jeanne Lopez-Valadez
Northwest Educational Cooperative

Historically, immigrants have contributed to the growth and development of the United States (Fogel 1983). Looking at railroads, mining, agribusiness, and the industrial revolution one can see the contribution of immigrant labor to the U.S. economy (Acuna 1981; Barrera 1979). Proponents of "supply side demographics" believe that a growing immigrant population benefits a country's economy because immigrants consume as well as produce goods, thereby creating new jobs (Cooper 1985).

The United States has always been a nation of immigrants, but current debate over immigration and training policies has again drawn attention to these "new Americans." Interestingly, although the number of new entrants has doubled over the last three decades (1950s-1970s), immigration is not at an all-time high (Bach and Tienda, 1984). Foreign-born persons comprise a comparatively low percentage (5.1 percent) of the U.S. population, as compared to the pre-1930s figures that ranged from 11 to 15 percent (Fogel 1983). According to the 1980 Census, more than 14 million foreign-born persons resided in the United States and 50.5 percent of those were already naturalized citizens. During the 1970s, the United States admitted 5.34 million new immigrants. Undocumented aliens have been estimated to comprise an additional 4-12 million immigrants. The geographic distribution of these immigrants, both legal and illegal, reveals a concentration in the southwestern and northeastern regions of the United States. Two states—New York and California—house more than 40 percent of the adult, legal immigrant population. An additional 25 percent reside in Florida, New Jersey, Illinois, and Texas (Bach and Tienda 1984). Not surprisingly, the regional distribution of immigrants by broad ethnic groups also shows a selectivity of residence. For example, over 40 percent of the recent (1970-1980) Hispanic and Asian immigrants settled in the Pacific states, and 30 percent of the European and other immigrants selected the Mid-Atlantic states. Large urban centers on the east and west coasts seem particularly affected by immigration.

More striking than the growing numbers and location of the immigrant population is the dramatically changing ethnic composition of this group. Before the 1960s, Europeans made up 80 percent of all legal immigrants; after the 1970s, Europeans represented only 20 percent of new immigrants and immigrants from Third World countries (primarily Latin America and Asia) comprised the remainder. In rank order, these non-European countries are Mexico, the Philippines, Korea, China, Taiwan, Vietnam, India, Jamaica, Dominican Republic, and Cuba. The diversification of source countries has been attributed to the following three key issues (Bach and Tienda 1984):

- The 1965 Amendments to the U.S. Immigration and Naturalization Act, which shifted the admissions focus from national origin to the reunification of families and labor demands
- The fall of U.S.-supported governments in Cuba and Southeast Asia (125,000 Cuban and Haitian refugees entered in 1980 and over 700,000 southeast Asians have entered since 1975)

- The development of a worldwide pattern of international labor migration from low- to high-income countries

This diversification in immigration has resulted in pronounced socioeconomic differences among immigrant groups. In the area of educational attainment, for example, immigrant groups differ by as much as eight grade levels on average. A comparison of post- and pre-1970 immigrants of a particular source country also reflects differences. In contrast to pre-1969 Cuban immigrants, recent Cuban entrants have less education. Filipino entrants, on the other hand, have an educational level 4 years higher than Filipinos immigrating before 1950 (Bach and Tienda 1984).

Occupational preparation is another area of differentiation among immigrant groups. Some immigrants come with professional level training and experience, others have experience as operatives or semiskilled workers. However, most immigrants, such as those in rural areas of underdeveloped countries, are unskilled or have nontransferable skills.

A collective profile of post-1970 immigrants reflects a young population (median age of 25 years) composed of an almost equal ratio of males to females. Almost 50 percent of these immigrants are severely limited in English. Adults 18 years and older who reported they did not speak English well, or at all, totaled over 1.5 million. Earlier immigrants, as well as native-born linguistic minorities, increase the number of limited English-proficient adults to a figure somewhere between 3.5 and 6.5 million (U.S. Bureau of the Census 1985).

Despite the combined effects of language and cultural barriers, training and educational deficiencies, and fluctuating economies, immigrants have constituted a sizeable component of the U.S. labor force. Near the turn of the century, the percentage of foreign-born labor ranged from 20-26 percent. Currently, immigrants comprise 7 percent of the new entries to the national labor force each year (Fogel 1983). These newcomers tend to concentrate in low-paying, low-prestige jobs where they are unlikely to displace Americans (Cooper 1985). However, the distribution across occupational sectors varies for the different ethnic groups. Hispanics, for instance, are concentrated in the operative (34 percent) and service (18 percent) categories; Asians, though, are more equitably distributed (18 percent each) among the professional, clerical, service, and operative categories.

The shift in the American economy from heavy industry and to technology has reduced the absorption of recent immigrants. Employers now require higher levels of education, training, and communication skills. With the exception of some refugees, foreign-born workers have not been officially targeted as a priority group for vocational skills programs. Therefore, most service providers have emphasized programs that have helped adult immigrants learn survival English and acquire citizenship, which though laudable, have not adequately prepared immigrants for the American workplace.

Adult and vocational education both have new legislative emphases in the areas of employability and special populations. Therefore, an array of approaches are being developed to prepare limited English-proficient (LEP) persons for the workplace. Though not designed solely for immigrants, programs that meet the language, cultural, training, and job placement needs of native born LEP groups are readily available to immigrants.

The following four chapters highlight the issues and strategies used by these programs to prepare LEP immigrants and native-born adults for employment. The readings are intended for use by administrators and practitioners and are designed as informational tools for program development.

Asian, Hispanic influx changing the complexion of state and U.S.

By James Coates
Chicago Tribune Press Service

WASHINGTON—Within 15 years, the racial and ethnic makeup of the population in Illinois will change dramatically if current trends continue, says a study by the prestigious Population Reference Bureau.

By the year 2000, more than 30 percent of the state's population will be members of minority groups. Of that number, 15.2 percent will be black, 10.4 percent Hispanic and 5.6 percent Asian.

By the year 2080 — in less than a century — whites will be a minority group. Specifically, 46.1 percent of the population is expected to be white then, according to the study.

And the study also warns of the potential for turmoil as a result of the major population shifts.

"In previous instances when major alterations in numbers and/or source of immigrants took place, serious disturbances followed," the study cautioned.

"As we enter still a new phase in the ongoing process of developing an American identity, disturbances may once again occur, followed, it is fervently hoped, by new adjustments and new definitions of 'American,'" wrote authors Leon F. Bouvier and Carey D. Davis in their study "The Future Racial Composition of the United States."

BOUVIER, FORMERLY demographer for the White House Commission on Immigration, made headlines nearly two years ago when he said that whites would be a minority in the United States by the year 2080. The new study supports that contention and provides more details on what will happen in individual states.

For example, as dramatic as the changes will be in Illinois, they will be even more substantial in California. By the year 2080, only 28.8 percent of that state's population will be white while 41.4 percent will be Hispanic.

According to the study, Illinois, California, Texas and New York will be the most significantly affected by racial change — particularly because of immigration — simply because the four states already had large Hispanic and Asian populations and new immigrants will want to join those already here.

The study examines three "scenarios" in detail: a future where immigration is at 1.5 million people a year; another at 1 million a year and a third at 500,000 a year. Currently, said the demographers, illegal immigrants are bringing the total somewhere between 1 million and 1.5 million a year.

The reason that the immigrants will have such a drastic impact on the makeup of American society is not merely their number but also their birth rate.

IN THE 1980 census, white non-Hispanic Americans had a birth rate of 1.7 children a couple. At that rate, the white population will eventually start to drop because it is below the replacement level.

At the same time black Americans had a birth rate of 2.3 children per couple while Hispanics had a birth rate of 3 children per couple. At this rate the population of blacks and Hispanics will grow much faster than that of whites, the study said.

Another factor is that the "minority" and immigrant population tends to be younger than the white population. For example, there are 14.6 million Hispanic Americans in today's population but 63 percent of them are under the age of 25. The number of Hispanics will increase 73 percent to 25.6 million in 2045.

"Blacks during this same interval will only increase by 52 percent and the white non-Hispanic population will actually decline," the demographers wrote.

THE PROJECTIONS INDICATE that the population of Hispanics and the Asians — defined as Vietnamese, Chinese, Filipinos, Koreans, Japanese and Pacific Islanders — will increase the most.

At current immigration levels, the Hispanic population will double from 15 million to 30 million, while the Asian population will increase from 4.6 million to nearly 10 million by the year 2000. By the year 2080, there will be 40 million Asians among the population of the U.S.

Probably more startling were Bouvier and Davis' findings about what would happen if immigration were to rise to 2 million persons a year. Then the percentage of white non-Hispanics would be 38 percent in 2080 and the Hispanics 34 percent.

EVEN AT TODAY'S growth rate Hispanics will soon become the largest ethnic bloc, the study found. "By the year 2010 Hispanics would have passed blacks to become the largest minority group in the nation," the study noted.

At the current immigration rate the Hispanic population of Chicago and other Illinois cities will double in the next 18 years, the study forecast. Today there are 636,000 Hispanics in the state, with a projected population of 1.3 million in 2000. The state's current black population of 1.6 million is expected to reach 1.9 million in the year 2000.

There are 206,000 Asians in Illinois today and by 2000 their population will be 716,000, the study forecast.

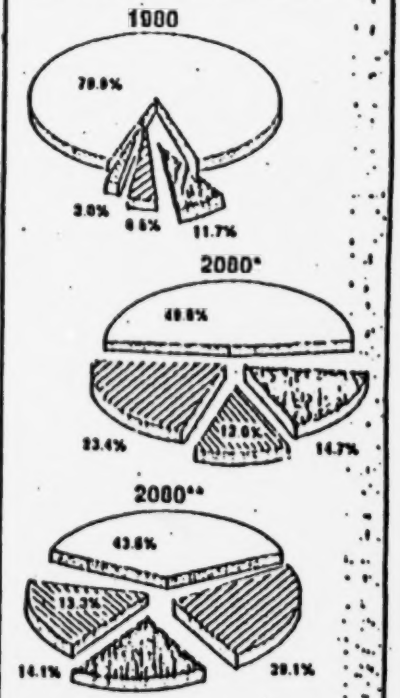
IN THEIR STUDY the demographers concluded, "There are those who would prefer a 'status quo' society, that is to say, a continuation of the present racial and ethnic composition under an Anglo-conformity umbrella.

"There are others who see the future demographic changes as marking the onset of a new phase in the ever changing American society — a 'multi-cultural' society.

"In the late 20th and early 21st Century, it may once again change towards being the first truly multiracial society which while still predominantly English-speaking would tolerate and even accept other languages and cultures."

The changing U.S. population

White non-Hispanic Black
Hispanic Asian and other



*Based on an annual level of net immigration of 1 million
**Based on an annual level of net immigration of 1.5 million

Note: Due to rounding, figures may not total 100 percent

Chicago Tribune Chart
Source: Population Reference Bureau

metropolitan areas concluded that black unemployment rates are not increased by a rise in the proportion of Mexican immigrants in a local labor market. These results suggest that, to some extent, immigrants are complementary to, rather than in competition with, native minority workers.

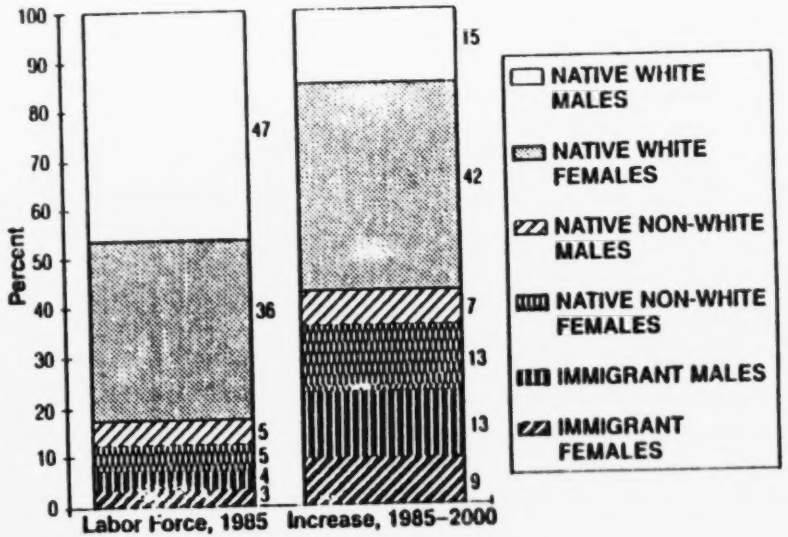
In fact, it is plausible that residents of areas that experience significant influxes of immigrants will benefit rather than suffer from the new workers. This will be particularly likely over the long-run. Census data and other studies have shown that, over 10 or 20 years, the earnings of immigrants and their offspring will equal or exceed those of native-born Americans with similar characteristics. The South and West, already enriched by their comparative surfeit of young workers, will be even more likely to attract new jobs and self-reinforcing economic growth, if immigration rises and if these immigrants succeed in the labor market in later years.

Despite the evidence of economic benefits, immigration has always triggered negative emotional reactions from natives, and the current concerns with the "loss of control" of U.S. borders are continuing this tradition. A plurality of poll respondents favor less immigration, and only 7 percent favor more. It is not unlikely that, over the next 13 years, the political reaction to these voter attitudes will lead to much more restrictive and vigorously-enforced legislation and to dramatically reduced immigration flows.

One particularly ominous version of this scenario might result from an explosive increase in the numbers of immigrants following, for example, a major revolution in Central or South America. Huge numbers of refugees might throng into the country, followed by the passage of harsh laws and strict border controls. The supply of immigrant labor might become one more rapidly-fluctuating factor in the economic equation of the South and West, similar to the price of oil, the value of the dollar, or the rate of inflation.

Even if no radical border-closing laws are passed, one likely outcome of the anti-immigrant emotions will be greater divisions between Hispanics and blacks. If the labor market experience of Hispanics and blacks diverges, the unity of interest that currently appears to unite these groups may crumble. By the year 2000, it is possible that the political relationships between blacks and Hispanics will be beginning to resemble those between blacks and older urban ethnic groups such as the Italians, Irish, or Poles.

Figure 3-7
MOST NEW ENTRANTS TO THE LABOR FORCE WILL BE NON-WHITE, FEMALE OR IMMIGRANTS



Source: Hudson Institute

The Workforce of 2000

The cumulative impact of the changing ethnic and racial composition of the labor force will be dramatic. The small net growth of workers will be dominated by women, blacks, and immigrants. White males, thought of only a generation ago as the mainstays of the economy, will comprise only 15 percent of the net additions to the labor force between 1985 and 2000 (see Figure 3-7).

For companies that have previously hired mostly young white men, the years ahead will require major changes. Organizations from the military services to the trucking industry will be forced to look beyond their traditional sources of personnel. For well-qualified minorities and women, the opportunities will be unusually great.

The Changing Job Mix

What will be workforce of 2000 be doing? The changes projected for the nation's industrial structure will restructure U.S. occupational

February 16, 1983

U.S. Department of Education
Office of Vocational and Adult Education

Fact Sheet

on

Vocational Education for Persons Limited in English Proficiency

Enrollment Data - Program Year 1980-81

LEP Enrollment in Vocational Education	Total	159,637
LEP Enrollment - occupationally specific vocational programs		67,171

The enrollment of LEP persons in vocational education according to State reports to VEDS has increased significantly over the past 3 years. From FY 1978 to FY 1981, the enrollment of LEP persons increased from 87,046 to 159,637.* This was a 83.4% increase.

Year	LEP Vocational Education Enrollment	Percent of Total Vocational Education Enrollment
FY 1978	87,046	0.5%
FY 1980	72,731	0.4%
FY 1981	159,637	1.0%
FY 1981 Occupationally specific enrollment	67,100	1.2%

Percent LEP vocational education students served in mainstream - FY 1980.

	Mainstream	Separate
Secondary LEP	83%	17%
Postsecondary LEP	85%	15%
Total LEP	84%	16%

Total Vocational Education Expenditures in Additional Services Required by LEP Persons.

Year	Total	Federal	Non-Federal
FY 1978	$19,009,579	$2,450,172	$16,559,407
FY 1981	24,182,793	4,792,763	19,390,030

VOCATIONAL ENROLLMENTS 1984

	REPORTED[1]			PROJECTED[2]		
	Total in Vocational Education	LEP in Vocational Education	LEP[3] in LEP Program	Total in Vocational Education	LEP in Vocational Education	LEP[3] in LEP Program
Area Vocational Centers						
Occupational Preparation	661,470	7,010	3,551	1,127,060	10,263	5,975
Apprenticeship	25,703	85	-	37,301	125	-
Cooperative Education and Work Study	4,786	86	-	54,187 8,801	415 158	-
Higher Education Institutions						
Occupational Preparation	1,140,488	15,909	12,414	2,367,736	44,193	31,510
Apprenticeship	30,750	46	-	54,330	105	-
Cooperative Education	27,993	226	-	67,816	791	-
Work Study	27,361	511	-	52,451	1,393	-
Comprehensive High School						
Occupational Preparation	1,260,223	16,289	12,725	5,003,989	67,887	54,974
Apprenticeship	4,576	18	-	18,922	126	-
Cooperative Education	106,985	1,078	-	411,669	5,067	
Work Study	7,897	145	-	33,439	578	
Proprietary Schools						
Occupational Preparation	258,768	6,248	4,227	*	*	*
Apprenticeship	1,845	0	-			
Cooperative Education	1,854	115	-			
Work Study	2,672	134	-			
TOTAL	3,563,362	47,900	32,917	9,237,701	131,101	92,459

* The data was not projected for the proprietary institutions because of the following:
  - the number of proprietary institutions that responded to the survey was low as compared to the number in the original sample, i.e., only 1,194 reported data as compared to the 2,243 originally included in the sample.
  - most of the duplicate and/or misclassified institutions were originally sampled as proprietary institutions.

[1] Reported - A stratified sample by state, type of school, and size of enrollment. Of a 7,193 sample, 5,573 institutions responded.

[2] Projected - Number of vocational institutions (excluding proprietary schools) totalling 15,933.

[3] LEP in LEP Program - the number of vocational education students who are enrolled in a Bilingual program, High Intensity Languge Training, English-as-a Second Language program or any other program designed to overcome the student's English language deficiency.

Source: 1984 Vocational Education Civil Rights Survey. National Summary. Prepared by DBS Corporation for the U.S. Department of Education, Office of Civil Rights, May 1986.

FULL TIME AND PART TIME VOCATIONAL EDUCATION STAFF

	REPORTED[1]					PROJECTED[2]				
	Totals	Hispan.	% of Total	Asian	% of Total	Total	Hispan.	% of Total	Asian	% of Total
AREA VOCATIONAL CENTERS	32,157	484	1.5	108	3.3	55,766	646	1.1	154	.27
HIGHER EDUCATION INSTITUTIONS	57,184	1,054	1.8	1,089	1.9	119,594	2,542	2.1	2,274	1.9
COMPREHENSIVE HIGH SCHOOLS	31,079	499	1.4	620	1.9	125,999	1,823	1.4	1,196	.94
PROPRIETARY SCHOOLS	20,287	729	3.5	305	1.5	*	*	*	*	*
TOTALS	140,707	2,766	1.9	2,122	1.5	602,718	5,011	.83	3,624	.60

* The data was not projected for the proprietary institutions because of the following:
  - the number of proprietary institutions that responded to the survey was low as compared to the number in the original sample, i.e., only 1,194 reported data as compared to the 2,243 originally included in the sample.
  - most of the duplicate and/or misclassified institutions were originally sampled as proprietary institutions.

[1] Reported - A stratified sample by state, type of school, and size of enrollment. Of a 7,193 sample 5,573 institutions responded.

[2] Projected - Number of vocational institutions (excluding proprietary schools) totalling 15,933.

Source: 1984 Vocational Education Civil Rights Survey. National Summary. Prepared by DBS Corporation for the U.S. Department of Education, Office of Civil Rights, May 1986.

BEST COPY AVAILABLE